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Jesuit Educational Quarterly

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UNESCO CONFERENCE ON
AFRICAN HIGHER EDUCATION
ENROLLMENT STATISTICS
SCHOLARLY PUBLICATIONS
NEWS FROM THE FIELD

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Our Contributors

The report on the UNESCO Conference on the Development of Higher Education in Africa was written by Father Edward B. Rooney, S.J., who needs no introduction to our readers. Father Rooney attended this Conference at the direct request of Very Reverend Father General.

The compilation of the various scholarly publications was made by the respective Province Prefects. It should be noted that information on these scholarly publications should be sent to the Province Prefects of the individual Province rather than the Central Office of the JEA.

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ADDRESS COMMUNICATIONS TO THE EDITOR

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JESUIT EDUCATIONAL QUARTERLY

UNESCO Conference on the Development of Higher Education in Africa

Tananarive, Madagascar, September 3-12, 1962

EDWARD B. ROONEY, S.J.

INTRODUCTION

In spite of the fact that its people insist that Madagascar is not a part of Africa and generally refer to "Africa and Madagascar," much the same as the English use the term "England and the Continent," Madagascar's capital city of Tananarive was chosen as the scene of the first Conference on the Development of Higher Education in Africa. It was evidently felt that the honor of hosting this Conference should go to Madagascar because it had been the first of the African colonies to achieve its independence. That the Malagash were pleased with the choice was clear not only from the cordial welcome the government and the citizenry accorded the Conference, but also from the excellent arrangements they made for the comfort and convenience of all who attended.

PURPOSE AND SCOPE OF CONFERENCE

This Conference on the Development of Higher Education in Africa, which lasted from September 3 to 12, 1962, was called by UNESCO in conformity with a resolution passed at its Eleventh General Conference held in Paris in 1960. The Conference was looked on as a natural follow-up of the UNESCO Conference on the Development of Education in Africa, held at Addis Ababa, Ethiopia, in May 1961. While the Addis Ababa Conference was concerned for the most part with primary and secondary education, the Madagascar Conference was intended to deal with problems of the organization, administration, and development of higher education, understanding higher education in a broad sense as including all forms of post-secondary education.

The specific problems chosen for discussion were: The role of higher education in the cultural, social, and economic development of Africa; staffing and financing of higher education in Africa; choice and adaptation of higher education curricula to African life and development, particularly in relation to economic development, public administration, natural resources and African studies; inter-African cooperation in the development of higher education in Africa.

The primary purpose of the Conference was to seek possible solutions to a series of problems. Among these were: Problems of choice and adaptation of higher education curricula to the training needs of personnel for public administration and economic development; problems of administration, organization, structure and financing in the creation or development of institutions of higher education. A secondary purpose of the Conference was to provide the United Nations and its specialized agencies as well as other organizations and bodies interested in international cooperation and assistance with data which might further the development of their programs in behalf of institutions of higher education in Africa.

COMPOSITION OF CONFERENCE

Member states and associate members of UNESCO in Africa, as well as governments responsible for the international relations of African territories, were asked to send up to 5 participants to the Conference. These persons constituted the official delegations. In addition, the following were invited to send observers: Other member and associate member states of UNESCO concerned with higher education in Africa; United Nations and its specialized agencies; international or regional governmental organizations; international non-governmental organizations and private foundations having a special interest in the development of higher education in Africa.¹

Thirty-one countries of Africa were represented by some 80 delegates.² Thirteen other member states and one non-member state of

¹ The writer of this article was one of the official observers of the International Catholic Education Office. The other observer for the Office was The Reverend M. Andrez, Director-General of Catholic Education in Madagascar.

² The African countries which sent delegations were as follows: Basutoland, Bechuanaland, Burundi, Cameroun, Central African Republic, Chad, Congo (Brazzaville), Congo (Leopoldville), Ethiopia, Federation of Rhodesia and Nyasaland, Gambia, Ghana, Ivory Coast, Kenya, Liberia, Libya, Malagasy Republic, Mali, Mauritius, Morocco, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Sudan, Tanganyika, Uganda, United Arab Republic, and Zanzibar.

UNESCO sent 29 observers.³ There were 5 observers from United Nations and its specialized agencies and 16 observers from eleven international non-governmental agencies. The Carnegie, Hazen, Phelps-Stokes, and Rockefeller foundations were represented by 6 observers. Special consultants and the UNESCO staff members brought the total number of Conference participants close to 200. It is worth noting that most of the members of the official delegations were Africans. As might have been expected, however, with few exceptions the observers were non-Africans.

ORGANIZATION OF CONFERENCE

Although only official delegations had the right to vote, and that by way of one unified vote for each delegation, all participants, including observers, had the right to speak from the floor. Simultaneous interpretation in English and French, the official languages of the Conference, was provided both at plenary sessions and at meetings of Commissions and Work Groups.

All sessions of the Conference, with the exception of the inaugural session which took place at the former residence of the Prime Minister, were held in the building of the National Assembly of Madagascar. At the inaugural session, which was addressed by Dr. Malcolm Adieseshiah, Assistant Director-General of UNESCO, and by His Excellency, Mr. Calvin Tsiebo, Vice President of the Malagasy Republic, the following persons were elected officers of the Conference: *President*: His Excellency, Mr. L. Botekey, Minister of Education, Malagasy Republic; *Vice Presidents*: His Excellency, Mr. S. J. L. Zake, Minister of Education, Uganda, Mr. Ahmed Zaki, Under-Secretary of State, United Arab Republic, and Mr. Assoi-Adicko, Minister of Education, Ivory Coast.

Plenary sessions were held for the first two days during which delegates reported on the status of higher education in the different countries of Africa, and discussed, in general, the role of higher education in the cultural, social, and economic development of Africa, and inter-African cooperation for the development of higher education. When these reports and discussions were completed observers were invited to comment either on the reports or on the general discussions. Many of them did. Reference will be made later to the comments made by

³ The non-African member states which sent delegations were: Austria, Canada, Cuba, Czechoslovakia, Federal Republic of Germany, France, India, Israel, Poland, Union of Soviet Socialist Republics, United States of America, and Vietnam.

The non-member state was the Holy See.

the observers of Pax Romana and the International Catholic Education Office.

The Conference then broke up into Commissions and Work Groups. To the three Commissions the following problems were assigned for study: Commission I, The Staffing of Higher Education in Africa; Commission II, The Financing of Higher Education in Africa; Commission III, Choice and Adaptation of Curricula to African Conditions. To Work Groups within Commission III were assigned the study of the specific problems in relation to: Economic Development, Public Administration, Natural Resources, and African Studies.

In addition to the plenary sessions held during the first two days, there were several joint meetings of Commissions which actually amounted to plenary sessions. This was especially true during the discussion of the staffing and the financing of higher education in Africa.

As soon as a Commission or Work Group completed its work, its rapporteur prepared a report and presented it to the Commission. Only when approved by the Commission could it be presented to a plenary session. If approved by the plenary body, it became part of the final report and recommendations of the Conference. Although there was considerable discussion and much revision of the Commissions and Work Groups reports at the final sessions of the Commissions, the revised reports of the Commissions were approved with few or no changes by the final plenary sessions. Since this had been foreseen, it was very important to express one's opinions in Commissions meetings and to try to bring about desirable changes in reports while they were still in the hands of the Commissions. This was particularly true in regard to recommendations and conclusions.

CONCLUSIONS AND RECOMMENDATIONS

The Commissions reports will make up the bulk of the proceedings of the Tananarive Conference and it is hoped that these will be published within the next three or four months. For the convenience of the delegates and observers a draft of the proceedings, which included all conclusions and recommendations, was distributed at the closing session of the Conference. This summary contains 22 mimeographed pages. It includes 97 conclusions and recommendations, together with 4 tables showing the predicted growth and cost of higher education in Africa, and a list of the 32 higher educational institutions on which all effort is to be concentrated during the next twenty years.

It is obvious that it would go far beyond the scope of this article to attempt even to summarize the conclusions and recommendations of the Tananarive Conference. Those who wish, may read the entire report with its summary of conclusions prepared by the UNESCO staff. Readers of this article may, however, be interested in some general comments on the reports and conclusions of the plenary discussion sessions and of the Commissions, each of which forms a chapter of the final report.

These comments, which will follow the chapter headings of the report, may serve to indicate not only the general trend of the Conference conclusions, but also what may be expected to be the trends of African higher education for some time to come.

The Role of Higher Education The Conference recommended that the role of higher education in the cultural, social, and economic development of African countries be: "To teach and to advance knowledge through research; to maintain adherence and loyalty to world academic standards; to ensure the unification of Africa; to encourage elucidation of and appreciation for African culture and heritage and to dispel misconceptions of Africa, through research and teaching of African studies; to develop completely the human resources for meeting manpower needs; to train the 'whole man' for nation building, and to evolve over the years a truly African institution of higher learning dedicated to Africa and its people yet promoting a bond of kinship to the larger human society."

This statement on the role of the university is an indication of the lofty tone of the Conference and of the ambitions of African educators. It is interesting to note that while some "more advanced" educators squirm at the very notion of training the "whole man," the African educators found no difficulty at all with the expression. On the contrary, taking a hard look at the educational picture of their countries, and visualizing their future cultural, social, and economic needs, they seemed to feel that only by helping to train the "whole man," could higher education make its proper contribution to the society they hope for. Actually, such ideas were given far more attention in the discussions of Commissions and Work Groups than the report of the Conference indicates.

Planning the Development of Higher Education in Africa As a guide in planning the development of higher education in Africa the Conference proposed certain targets for the next twenty years, with the understanding that these be reviewed periodically in the light of

actualities. Here are some samples: Estimating that the population of Middle Africa will rise from 188.4 million in 1965 to 263.9 million in 1980, and that in that same period the higher-education age group⁴ will rise from 13.2 to 18.2 million, the enrollment in higher education should increase from the estimated 46,000 or 0.35 percent of the higher-education age group in 1965 to 1.51 percent or 274,000 in 1980. In North Africa during the same period the enrollment should increase from 176,000 or 4.1 percent to 365,000 or 5.9 percent of the higher-education age group as the total population increases from 60.6 to 89.3 million and the relevant age group⁴ increases from 4.3 to 6.2 million.

During the same period the proportion of Middle African students studying abroad should be reduced from 40 percent in 1965 to 10 percent in 1980; North African students abroad should be reduced from 7 percent to 5 percent.

A study of 22 selected Middle African universities prepared for the Madagascar Conference showed the present full-time average student-staff ratio of 7.1 to 1. By 1980 the ratio of students to full-time staff should be increased to 15 to 1 for degree students, and 20 to 1 for non-degree students in Middle Africa and to an overall average of 20 to 1 in North Africa.

As the desired minimum size of a university the Conference set the norm of 5,000 students. The average enrollment in 1961 in 11 universities of Middle Africa for which we have comparable figures was approximately 600 students.

Staffing of Higher Education in Africa While it constantly held up as an ideal the increasing Africanization of the staffs of African institutions of higher learning, the Conference was realistic enough to see that such a goal is still a long way off. Hence for the foreseeable future the Conference recommended the strengthening of what it called expatriate staff. It suggested that scholarships and fellowships offered to African undergraduates preparing to become university staff-members be for use in African institutions when these are competent to offer the desired training.

The Conference urged that, for the most part, expatriate staff be recruited through national agencies equipped for this service. Where such national agencies do not exist they should be created.

For the most part, expatriate-staff members should be paid on the same basis as African staff; where special emoluments are to be paid

⁴ This group is taken to be four-fifths of the estimated population in the 20-24 year (inclusive) age group.

in order to attract competent staff, they should, as far as possible, be paid in the staff-member's own country.

Financing of Higher Education The Conference was keenly aware of the need of reducing the excessive costs of higher education in Africa. In addition to its recommendations on raising the ratio of students to staff-members and on the desirable minimum enrollment of a university mentioned in the chapter on *Planning the Development of Higher Education in Africa*, the Conference called for the admission of larger numbers of students, the use of night classes, less costly standards of building construction and especially of student facilities, the reduction of the number of resident students, the use of part-time staff and of extra-mural extension programs where these are feasible.

A confirmation of the urgent need to reduce the costs of higher education in Africa will be found in some of the financial estimates made for the 1961-1980 period. Here are a few.

Although it is anticipated that in Middle Africa capital expenditures per student in science and technology will run from \$8,000 in 1961 to \$10,000 in 1980, it is hoped that during the same period capital per student costs in other subjects should drop from \$5,300 to \$4,000.

Operation costs per student in Middle and North Africa should drop from \$1,600 to \$1,000 in 1980. (There are those who claim that the 1961 estimates noted here are unrealistically low.)

Total capital and recurring costs for higher education in Middle Africa will rise from \$97,900,000 in 1965 to \$538,800,000 in 1980. In the same period in North Africa the estimated costs will rise from \$259,300,000 to \$511,300,000.

The deficits for all levels of education in Middle Africa as estimated by the Madagascar Conference ran from \$501,000,000 in 1961 to \$357,000,000 in 1980. Even though there is considerable dispute as to the exactness of these estimates, there is general agreement that the deficits will be enormous, that rigorous economy is called for, and that vast financial resources must be sought outside of Africa.

Choice and Adaptation of the Curriculum The Conference expressed the conviction that a reconsideration of the content and structure of the curricula of African universities is necessary if higher education is to perform the task of the university in advancing African culture and fostering the economic and social development of African countries. For the same reasons, the Conference called for more extensive use of African materials in teaching, adaptation of teaching methods to the various levels of African education, the introduction

of African studies, adaptation of applied sciences to African needs, rapid increase in enrollment especially of women students, and broadening of facilities for professional training in the universities of Africa. The Conference also stressed the importance of organizing and developing within universities Institutes of African Studies for the purpose of stimulating research on African subjects.

Inter-African Cooperation The Conference recommended that, with a view to promoting African unity and encouraging inter-African cooperation in the field of higher education, all effort should be directed to supporting and strengthening presently existing or definitely planned institutions of higher education in 23 countries of Middle Africa. After prolonged discussion the Conference agreed on the following list of institution to be so supported and strengthened:

Basutoland	Pius XII College
Burundi	Institut Facultaire et Faculté des Sciences d'Usumbura
Cameroun	Université Fédérale du Cameroun
Congo (Brazzaville)	Centre d'Enseignement Supérieur de Brazzaville (with Faculties or Institutes in other countries served by the Centre)
Congo (Leopoldville)	Université de l'Etat, Elisabethville Université Lovanium, Leopoldville
Ethiopia	Haile Selassie University
Federation of Rhodesia and Nyasaland	University College of Rhodesia and Nyasaland
Ghana	University of Ghana Kwame Nkrumah University University College of Cape Coast
Guinea	Université de la Guinée et du Mali (Sciences)
Ivory Coast	Centre d'Enseignement Supérieur, Abidjan
Kenya	Royal College, Nairobi
Liberia	University of Liberia <i>Maryland College of Our Lady of Fatima</i> Cuttington College

Madagascar	Université de Madagascar
Mali	Université de la Guinée et du Mali (Arts)
Mauritius (planned)	University College
Nigeria	University College, Ibadan University of Ife Ahmadu Bello University University of Lagos University of Nigeria
Nyasaland (planned)	University College
Senegal	Université de Dakar
Sierra Leone	University College of Sierra Leone
Somalia	Instituto Universitario
Sudan	University of Khartoum
Tanganyika	University College, Dar-es-Salaam
Uganda	Makerere College

The Catholic institutions on this list are: Pius XII College, Roma, Basutoland; Institut Facultaire et Faculté des Sciences d'Usumbura, Barundi; Université Lovanium, Leopoldville, Congo; Maryland College of Our Lady of Fatima, Cape Palmas, Liberia.

To a question from one of the official observers, Mr. Adiseshiah, Assistant Director-General of UNESCO, replied that this number was intended as a "numerus clausus." When further questioned concerning the juridical authority of UNESCO to impose such a "numerus clausus," Mr. Adiseshiah stated that there was no question of imposing such a limitation but rather it was a "recommendation" to the Ministries of Education and to higher education in general.

Although UNESCO authorities seemed eager to see the Conference recommend the establishment of an association of heads of African universities there did not seem to be too much enthusiasm for the suggestion among the official delegations. The result was that the Conference simply recommended a study of "conditions governing the creation of permanent machinery, which might be set up in the coming years, to enable the heads of African universities to discuss and keep themselves informed of questions of common interest." The recommendation went on to list a number of questions that needed examination by African university authorities, such as the problem of

equivalency of degrees, definition of inter-African university standards, interchange of teachers, and cooperation between libraries.

International Cooperation Three paragraphs of the summary of conclusions of the report on *International Aid and Cooperation in the Development of Higher Education in Africa* delineate clearly the kind of aid African universities are looking for from abroad, the principles to which it should conform, and the conditions under which they would prefer to see such aid granted. These paragraphs deserve to be quoted in full:⁵

[It is recommended that] the form of international cooperation be concentrated on the provision of expatriate personnel, facilities for the training of African staff abroad and the training of such staff in Africa. The forms also include provision of undergraduate scholarships for study abroad for countries where such facilities do not exist as well as research fellowships. The other urgent areas requiring cooperation are equipment and library facilities for African institutions and provisions for the buildings they require.

The principles to which international cooperation should conform are:

- (i) all aid be based on specific requests from countries and institutions;
- (ii) aid meet the expressed needs of countries and institutions;
- (iii) aid, in all appropriate cases, conform to the principle of mutuality.⁶

The condition for international cooperative programmes be that they must form part of the national educational plans and the overall development of the recipient countries.

It is hoped that the comments I have made so far on the recommendations will give some idea not only of the problems confronting the development of higher education in Africa but also an indication of some of the trends that may be looked for in higher education on that continent.

By action of a plenary session the Conference transmitted its report and recommendations to the Permanent Conference of Ministers of Education of Africa and invited educational authorities to take action to implement the recommendations. It also requested UNESCO and other specialized agencies of United Nations as well as other member states of UNESCO, governmental and non-governmental organiza-

⁵ Conference on The Development of Higher Education in Africa, *Report*, Chapter VII, No. 7.

⁶ At the Conference it was explained that the "principle of mutuality" meant that if aid be given under the proper conditions, both the receiver and the giver always derive a mutual benefit.

tions, to assist African countries in planning the development of their higher educational institutions. It is quite likely, therefore, that the report and recommendations of this Conference for years to come will be the *vade mecum* of Ministers of Education and of UNESCO in their work for the development of higher education in Africa.

PERSONAL OBSERVATIONS

Having reported on the origin, purpose, organization and operation, as well as on the conclusions of the UNESCO Conference on Higher Education, I should like now to make some personal observations and comments on the Conference itself, or at least occasioned by it.

Sincere congratulations are due to UNESCO and its staff for the professional and efficient way in which they organized and conducted the Conference. While these congratulations are intended for the entire UNESCO staff, no one who attended the Conference will object to my singling out for special praise two persons. The first is Mr. M. S. Adiseshiah, Assistant Director-General of UNESCO, who never missed a session and who made his influence felt both by his unusual knowledge of the problems of education in Africa and by his skill in keeping the Conference on course when often enough, like wayward children, the participants had a tendency to wander and follow the will-o'-the-wisp course of their own pet ideas. Mr. Adiseshiah had obviously gained valuable knowledge and experience at the UNESCO Conference held in Addis Ababa, Ethiopia, in 1961. The second person deserving special praise is Mr. William Welling, Chief of Higher Education Unit of the Department of Education of UNESCO, who as Secretary-General of the Conference was directly responsible for the preparation and the conduct of the Conference and who carried his responsibility with an ease and graciousness that were the marvel of the delegates. He may still be wrestling with the intricacies involved in publishing the final report of the Conference, but we can look forward to the early publication of an excellent report.

Through the foresight and organizational skill of the UNESCO staff, all participants, even before they left their homes for Madagascar, were already in possession of excellent background studies which enabled them to go right to the heart of the matter once the Conference got under way. Two of these studies which deserve special mention are *The Staffing of Higher Education in Africa*, directed by Sir Alexander Carr-Saunders, former Director of the London School of Economics, and *The Financing of Higher Education in Africa*, made

under the direction of Professor J. Tingeren, head of the Netherlands Economics Institute. The first of these studies was financed by the Carnegie Corporation, the second by the Ford Foundation. Both Sir Alexander Carr-Saunders and Mr. Tinbergen attended the Conference and were an invaluable help. It is evidence of their scholarly qualities that they were quite ready to modify some of their estimates and predictions as further evidence became available at the Conference.

If I were to make any comment here it would be to suggest that given such excellent preparatory studies, less time might have been consumed at the Conference in reviewing data that were so adequately covered in the studies themselves. On the other hand, perhaps experience has shown that not all participants are equally careful to do their homework before coming to a Conference of this type.

Since UNESCO had organized the Conference it was to be expected that it should play a leading role in the conduct of the Conference. However, I felt that as the Conference developed UNESCO's role became somewhat too dominant. I began to have an uneasy impression that the UNESCO staff had come to Tananarive with its mind made up on what the conclusions of the Conference should be and that there was a certain "steering" of the Conference to make certain that it reached these foreordained conclusions. Conversations with other participants and a close study of the address made by Mr. Adiseshiah at the inaugural meeting, as well as of my own personal notes taken on the interventions made by UNESCO staff members during the Conference lead me to believe that my own uneasy impressions were neither unique, nor entirely without basis. Comments were also heard to the effect that UNESCO staff members had too much influence in the preparation of the reports of Commissions and Work Groups.

UNESCO officials may well take the position that such impressions were unwarranted; or they may defend their influence on the ground that previous experience and study of the educational needs of Africa had made them more aware of the means that should be taken to meet such needs. Even so, it would seem that under similar circumstances, it would be helpful if at the beginning of a conference UNESCO officials would make clear what UNESCO's role was to be.

This leads me to some further observations on UNESCO. I wish to make it clear that these are the observations not of a critic of UNESCO, but rather of one of its friends, who has taken a keen interest in the operation of UNESCO from its origin and has proved this interest by

attending, at the expense of his own office, many international conferences of UNESCO and allied organizations.

Given the situation in Africa and the direct educational needs of the newly developing countries, and given the character and function of UNESCO, it should be expected that UNESCO would find in Africa a natural field for its activities. UNESCO, moreover, is by its charter an inter-governmental organization and, as a rule, must operate through governments. Even so, it seems that UNESCO must constantly be on its guard against becoming a supra-national ministry of education and against imitating some of the worst features of such ministries. All too often ministries of education are crassly unaware of the existence of private education. There are those who believe that UNESCO has shown tendencies along the same line, and not least of all in its work in Africa. Given the high ideals of the UNESCO charter, one would expect that UNESCO would use its good offices to keep before member states the important role of private education and to influence governments to assist, as far as they legitimately may, the efforts of private education. To ignore, for example, the work of the mission schools in Africa is simply to close one's eyes to the facts of the educational actuality. It is disturbing to hear such complaints against UNESCO officials in Africa.

All too often ministries and state departments of education give evidence that they subscribe wholeheartedly to an educational philosophy of statism and secularism. UNESCO will do a disservice to the cause of education if it merely falls in line with such a philosophy of education, and makes little or no account of the rights of children and parents that transcend those of the state and of the moral and spiritual values by which people live and wish to live. This matter has special relevance to Africa. The African people are by nature a deeply religious people; they have a high regard for moral and religious values. More than once this fact was stressed at the Tananarive Conference, especially in the discussions by members of the Work Groups and also at plenary sessions. Unfortunately, this awareness of moral and religious values by Africans was not sufficiently recorded in the final report. To this extent the report is deficient.

If these references to UNESCO seem harsh, I can only say that they reflect quite accurately some fairly general impressions. In the interest of public relations and in the interest of peace through education, UNESCO will do well to take positive measures to correct these impressions if they are mistaken; or to correct itself if they are right.

One would expect that countries which are at present winning their independence would treasure that independence and would guard against merely changing one form of subjection for another. University people should be in the forefront in protecting freedom and independence. From evidence I saw in Madagascar I fear that many African educational leaders are not sufficiently aware that having won political independence, they may be yielding to another form of subjection, that of complete control of education, even of higher education, by their own governments. One would hope that the educational leaders of Africa's emerging countries would look about the world and take as their guides those countries where educational freedom is at a maximum. During the Madagascar Conference there was considerable evidence that they are all too prone to follow the lead of the very countries of Europe and Asia where government control of education—even of higher education—exerts a stagnating effect on the development of education. It was distressing to hear African educational leaders vindicate the autonomy of universities, but then go on to say that this must be within the overall control of a central ministry of education. It was disturbing to see the unmerited deference to ministries of education and the naive confidence in their omniscience; to hear Africans claiming that the university professor must be looked on as a public functionary; to listen to African delegates uphold the thesis that private educational institutions exist merely by sufferance of governments. It was likewise disturbing to hear an African delegate insinuate that governments should restrict the educational activities of religious groups. And it was depressing not to hear one word of appreciation of the great educational efforts of the past—efforts by government, by church, and by lay groups—as though education had begun with the coming of independence. Even the briefest of visits to Africa will show monuments to the educational endeavors of the past. Neither forgetfulness nor ingratitude can contribute to the culture of any nation.

For the record it should be stated that not all these attitudes went unchallenged at the Madagascar Conference. As a matter of fact, private education through its representatives both on official and on observer delegations made itself distinctly felt and heard. It was a good example of the importance of *la politique de la présence*. Had the participants representing private education not been on hand, it is doubtful that anyone would have raised a voice to proclaim the importance of private endeavor in the development of higher education in Africa.

Dr. A. Doris Banks Henries, delegate from Liberia, intervened several times—this to her honor as the only official woman delegate—on the importance of bringing moral and religious values into the picture if education, even higher education, is not going to be warped and truncated. Another person who spoke forcibly along the same lines was Mr. J. C. Roche, observer for Pax Romana. Mr. Roche has lived in Africa for many years and is now Senior Lecturer in Business Administration at the Royal College, Nairobi. He spoke from the viewpoint of his speciality—business education—and pointed not only to the utility but to the necessity of the moral and spiritual standards in business education if, as he said, Africa is to turn “the orthodox model of economic growth” into “the inspirational model where men with God’s help achieve miracles of advancement.” Here are a few examples of Mr. Roche’s thoughtful and forthright remarks:

We shall speak very earnestly in this Conference of the needs in science and technology—and in Kenya the manpower needs in this field may reach 60 percent,—but let us not lose sight of the importance of cultural and character formation in our universities and technical colleges. There is the danger of producing technical competence in a cultural and spiritual vacuum. Our universities in their intellectual and corporate disciplines should preserve and reinforce these cultural and character factors.

In urbanised industrial society the trival structures will disappear, but let us keep as much as possible of that richness and warmth of family and social relationships which are peculiarly African. Let us not reproduce in Africa the dreary lonely crowd of the industrial cities of the West.

He surely pleased the Africans immensely when he said:

As Cardinal Rugambwa in Tanganyika once remarked, the Africans are essentially a religious people. In their traditional society they have many approaches to God, and they have not made gods of money, or machines, or systems. There may be much ignorance, illiteracy and superstition, but when these are thrown out by the new learning and the new technology let us not throw out the spiritual values as well.

This is a plea for religious freedom in our universities and for the promotion through curricular disciplines and the activities of student bodies and voluntary organizations of all those nontechnical, unmeasurable, intangible values which make the character of a people.

As an official observer for the Catholic International Education Office I called on the Conference to keep in mind the necessity of making the best possible use of all the facilities for higher education that are available. I remarked that:

There is always the danger that public officials will think only in terms of public institutions and may forget the facilities that private agencies can and do contribute to the development of higher education. This awareness of private educational agencies and of their potential and actual contribution to higher education is all the more necessary in dealing with and through inter-governmental organizations. These organizations feel that they work best, and must work through the agencies of government. Because of this there is always the danger that these inter-governmental organizations will neglect the important role that non-governmental educational institutions can, and do, and should play in developing higher education in countries like those of Africa.

I mentioned that I hoped local government would counteract this occupational hazard of dealing with inter-governmental agencies:

If ministries of education do not make certain that United Nations and UNESCO become conscious of the presence of private educational facilities, and do not indicate that they wish these private educational facilities to be assisted in every manner possible, a whole mine of educational facilities will be neglected and will remain untapped. There will, moreover, be a danger of duplicating facilities that already exist. And I doubt that higher education in Africa can afford the luxury of unnecessary duplication.

Speaking of the importance of freedom of education in developing countries, I stated:

It seems to me that such developing countries will do well to look about the world and see how education—and higher education—especially—flourishes best where there is real freedom of education. Where education is free to develop, private education will help and strengthen public education; and public education will help and support private. And both will prosper, to the benefit of our free countries and our free peoples.

Fortunately, these remarks on the importance of private education made by a non-African observer were followed up at a later session by those of another African delegate, Dr. Christian E. Baker, Presi-

dent of Cuttington College in Suakoko, Liberia. His remarks elicited other comments from state university representatives. A result of these interventions was that the Assistant Director-General of UNESCO suggested that a paragraph incorporating the ideas be submitted for inclusion in the final report of that Commission.

When the paragraph was presented at the Commission meeting it said something to the effect that "private educational institutions should be allowed to coexist with public ones." The writer of this report objected to the wording on the grounds that private institutions do not exist merely by permission of the state but by right. This caused a bit of a flare-up and brought out some of the latent hostility to private education. Not a few delegates spoke in favor of retaining the permissive tone of the proposed resolution. A timely comment by Mr. Adiseshiah, Assistant Director-General of UNESCO, that he, too, found the tone too patronizing helped to save the day. The resolution as finally approved was as follows:⁷

In the overall plan for higher education in Africa, a welcome should be accorded to private institutions and to contributions they are making and can make along with public efforts in building an Africa whose influence in the world should be characterized by variant facets of the African personality.

Those of us who have had experience with the over expansion of higher education in some countries felt that the efforts of UNESCO to have African educators see the wisdom of concentrating their financial and manpower facilities on the development of the 32 presently existing or presently planned higher educational institutions listed on Pages 148 and 149 of this report were fundamentally sound. The writer of this article who agreed fully with such a limitation simply asked that it be made clear that this request for limitation was in the nature of an urgent recommendation to African educators; that the limitation was to be self-imposed, and not an imposition from without. One African delegate with an obviously realistic outlook remarked that while he was in full accord with the recommendation he did not believe it would be followed since the development of a university or universities has become a status symbol for developing countries and they will probably try to establish them whether or not they have adequate facilities to make them effective.

⁷ Conference on the Development of Higher Education in Africa, *Report*, Chapter II, No. 35.

I think that most non-African participants in the Madagascar Conference, especially those who had shown a special interest in scholarships for African students, were impressed by the constantly repeated conviction of the Africans themselves that for the most part African students would do better to complete their undergraduate education in African institutions and that except in cases where a student desires undergraduate training not provided by African institutions, overseas scholarships should generally be given to graduate students only. As a result of this emphasis at the Madagascar Conference and as a result of many talks I have had since with persons who are familiar with the African situation I am now convinced that we in America would do well to concentrate on graduate scholarships. If some institutions desire to provide undergraduate scholarships they should generally be for use in African universities. Frankly, however, I was not impressed with any great need for such scholarships. There seemed to be plenty of them already in Africa. But the glamor of study overseas will still attract the African and an overseas degree will have its prestige value. So, African students will continue to seek scholarships overseas, while offers of full scholarships go begging in Africa itself.

I have also reached the conclusion that when we grant scholarships to African students we should demand of them the same standards of admission that are required in the best universities in Africa itself as well as in the United Kingdom and on the Continent. For undergraduates this would mean that in general we would require of a scholarship candidate that he or she present a good Cambridge Higher Certificate or its equivalent. More than once I heard it said in Africa that many African students (some would say a majority), who were granted undergraduate scholarships in American colleges and universities would not have been accepted in the better colleges and universities of Africa itself.

Another point that was emphasized at the Tananarive meeting was the great advantage there is in establishing contacts between the individual universities of Africa and those of foreign countries that are eager to help in the development of African higher education. Much has already been done in the matter of such cooperation between American and African universities but much still remains to be done. Would it not be fine to see some American Catholic colleges and universities establish such relationships particularly with Lovanium University, Leopoldville, Congo, Pius XII College, Basutoland, and Our Lady of Fatima College, Palmas, Liberia. The authorities at these

institutions would surely welcome aid and cooperation of American Catholic universities.⁸

One last point before bringing this all-too-lengthy report to a close—the UNESCO Conference at Tananarive offered an international sounding board for African university delegates to emphasize their fond ambition to Africanize their higher educational institutions and to strengthen their appeal for the help needed to achieve this ambition. The realists among them know full well that it will be a long time before anything like complete Africanization of staff can be achieved. In fact, some of them doubt the desirability of such a goal since it will always be helpful to have a good selection of professors from other lands, whether they be African or non-African. Even so, it is entirely desirable that African universities should have a much greater percentage of African staff members. There is wisdom, therefore, in their efforts to direct governmental as well as non-governmental aid toward the preparation of more and better African university teachers. Any aid given, however, should be in accord with the principle mentioned on Page 150, namely that it be based on specific requests and meet the expressed needs of countries and institutions.

I wish to express here my appreciation to the President and Secretary-General of the Catholic International Education Office for the privilege of being one of its observers at the UNESCO Conference at Tananarive. It was an invaluable experience to see the leaders of higher education of countries that had but recently achieved independence, and of others that are still awaiting it, struggling manfully with problems of higher education that are not unlike problems of higher education in countries with centuries of educational experience behind them. The Africans are facing their problems with a vigor and zest that are remarkable. We can only express the hope that they will learn to take from the past and from the experience of other countries only the best and leave aside the educational dross that has accumulated in all too many countries of the East and the West. As I sat and observed, and sometimes spoke, at the Tananarive meeting, I could not but think that Africans with their deeply religious character may have much to contribute to the advancement of education in other parts of the world where educators all too frequently have grown

⁸ Since one of the most pressing needs in Africa is to improve secondary education and for this more and more teachers are needed, Catholic universities might make a real contribution to the improvement of African education by urging graduates to sign up for a period of teaching in African secondary schools. Conditions of employment are excellent. A list of addresses of Catholic educational authorities in Africa will be furnished on request.

callous to religious and moral values in education. One gets the impression as he travels about Africa that Communism with all its tinsel and all its lavish offers of financial assistance to the emerging countries of Africa has in reality little appeal to the soul of Africa. Who knows but what Africa may still prove a powerful bulwark against Communism. I think it was this I had in mind when I remarked at a plenary session in Tananarive:

Let us hope that in the 1970's and 1980's, when we come to celebrate the twenty-fifth anniversary of independence of the new countries of Africa, and of this Conference on the Development of Higher Education in Africa, we will be able to say that the countries of Africa and this Conference have contributed much to the cause of freedom—also in the realm of education.

Perhaps it was this, too, that Mr. Roche, the observer for Pax Romana, was thinking when he said at another plenary session:

From Africa and through Africa Europe received in the past spiritual enlightenment and new wisdom. There are many who hope, that before the end of this century there will come again out of Africa new thinking, a new sense of human values, and constructive philosophies which may bring new hope to a sick world.

Education and higher education in Africa is bound to make a great and significant progress in the next twenty-five years. If African educators show wisdom, if in their development of education they follow a sane philosophy of education, one that has deep regard for their cultural, moral, and religious interests, they will indeed bring hope to a sick world. And in so doing they will prove that all our investments of time and effort and money in African education have been sound indeed.

Enrollment Statistics

EUGENE F. MANGOLD, S.J.

High School Statistics

Four Year Enrollments

High school statistics for the current scholastic year 1962-1963 are based upon 48 American Jesuit high schools. The official listing of American Jesuit high schools gives the number as 50 high schools. However, in the current study, we are not listing either Colegio San Jose of Arequipa, Peru or Colegio San Mateo of Osorno, Chile. Two new high schools appear for the first time in the JEQ listing. Brebeuf Prep of Indianapolis, Indiana, a Chicago Province school, and Xavier Prep of Concord, Massachusetts, a New England Province school, opened their doors this year to their first freshmen classes. With the exception of 4 schools, all high schools report on full four year enrollment. The exceptions are: Brebeuf Prep with Freshmen only, Bishop's Latin, with Freshmen and Sophomore only, Jesuit College Prep of Houston, with Freshmen and Sophomore only, Xavier of Concord, with Freshmen only. Jesuit High of El Paso reports this year for the first time with full four year enrollment figures.

The American high schools range in size from Loyola High of Missoula, Montana, our smallest school with an enrollment of 130 students to our largest school, Loyola Academy of Wilmette, Illinois, with an enrollment of 1511 students.

Twelve of the American Jesuit high schools now top the 1000 mark in enrollment. The schools, in order of ranking, are: Loyola Academy of Wilmette—1511; Boston College High—1336; St. Xavier of Cincinnati—1212; St. Ignatius of Chicago—1116; St. Ignatius of Cleveland—1109; St. Ignatius of San Francisco—1088; Brooklyn Prep—1051; University of Detroit High—1042; Jesuit High of New Orleans—1040; Xavier High of New York—1029; St. Peter's of Jersey City—1015; and Creighton Prep of Omaha—1010. These 12 schools comprise 42 percent of the total enrollment of American Jesuit schools.

Statistics for 46 schools show the following: 28 high schools showed gains in all-over enrollment; 17 high schools showed a loss in all-over enrollment, 1 high school showed the same enrollment. Inasmuch as

Brebeuf Prep and Xavier of Concord are reporting statistics for the first time, they are not included in the above summary.

The most noticeable gains in all-over enrollment in numerical increase of students were: Creighton Prep of Omaha with 107 students; St. Ignatius of Chicago with 92 students; Loyola Academy of Wilmette with 81 students; Jesuit High of Portland, Oregon with 58 students; Jesuit High of New Orleans with 46 students; St. Ignatius High of San Francisco with 45 students; Jesuit High of Shreveport with 39 students; and Seattle Prep with 35 students. In this listing of all-over numerical gains we did not list those schools which had added another year, viz., Bishop's Latin, Jesuit College Prep of Houston, Jesuit High of El Paso, since this is merely a normal accretion of students.

Percentage increases in all-over enrollment were noted in the following high schools: Jesuit High of Portland, Oregon—13.0 percent; Loyola School of New York—11.9 percent; Creighton Prep of Omaha—11.1 percent; Jesuit High of Shreveport—10.1 percent; Colegio San Ignacio of Puerto Rico—9.2 percent; Seattle Prep—7.4 percent; Loyola Academy of Wilmette—5.6 percent; Brophy Prep of Phoenix—5.2 percent.

Of the 17 high schools showing a loss in enrollment, the ones evidencing the largest numerical loss in all-over enrollment were: McQuaid High of Rochester with a loss of 98 students; Boston College High with 67 students; Chaplain Kapaun of Wichita with 63 students; Xavier High of New York with 63 students; Georgetown Prep with 53 students; Brooklyn Prep with 49 students; and Fairfield Prep with 44 students.

Percentage-wise these schools showed a loss in all-over enrollment: Georgetown Prep—23.9 percent; McQuaid High of Rochester—12.2 percent; Chaplain Kapaun of Wichita—9.7 percent; Xavier High of New York—6.1 percent; Fairfield Prep—5.2 percent; Boston College High—5.0 percent; Brooklyn Prep—4.7 percent; and St. Joseph's of Philadelphia—3.4 percent. Two of the above losses are explainable. Georgetown Prep has dropped its grammar school classes. Last year Georgetown had 52 students in primary grades listed as Specials in their all-over enrollment. With Georgetown dropping its primary classes, the only Jesuit high schools with primary grades are: Colegio San Ignacio, Jesuit High of Shreveport, and Jesuit High of New Orleans. Undoubtedly the loss shown by McQuaid of Rochester can be explained by the opening of two new Catholic boys high schools in the Rochester area. We have no explanation for the other losses.

HIGH SCHOOL FRESHMEN ENROLLMENT

Freshmen enrollment in 46 of the American Jesuit high schools shows a reverse of the picture of increased enrollments based upon all-over four year enrollments. We are not including the two new high schools, Brebeuf Prep or Xavier of Concord in this section since they have no previous base of comparison. More than half the high schools showed gains in all-over enrollment; nearly half show losses in freshmen enrollment. Of the 46 high schools studied in this section, 24 show losses in freshmen enrollment, 19 show gains, and 3 retain the same freshmen enrollment as the previous year.

The schools showing largest numerical Freshmen losses are: Boston College High with 106 students; Chaplain Kapaun with 92 students; St. Xavier of Cincinnati with 68 students; McQuaid of Rochester with 67 students; Fairfield Prep with 58 students; Cheverus of Portland, Maine with 30 students; and Jesuit of Tampa with 30 students.

Percentage losses were found in the following Freshmen classes: Chaplain Kapaun—60 percent; McQuaid—33 percent; Boston College High—32 percent; Jesuit of Tampa—31.5 percent; Cranwell—28 percent; Fairfield—26 percent; Cheverus—25 percent; and St. Xavier of Cincinnati—21 percent.

The gains in Freshmen enrollment are for the most part so small that they would seem to indicate, what is believed to be the actual case, that most of our American Jesuit high schools are crowded fairly close to capacity. Smaller freshmen classes this year are due in many cases to the fact that upper classes are crowded and there is just so much room left for incoming freshmen. The only notable numerical gains in Freshmen enrollment this year were in Jesuit of Dallas with an increase of 29 students, Seattle Prep with an increase of 21 students, Loyola of Los Angeles with an increase of 18 students, and Jesuit College Prep of Houston with an increase of 13.

The smallest high school in the American Assistancy comes through with banners flying as the high school showing the highest percentage gain in freshmen for the current year. Loyola High of Missoula leads the way with a 25 percent increase in Freshmen. Other schools with evident freshmen increases are: Dallas with 16.4 percent; Seattle with 15.2 percent; Houston with 11 percent; El Paso with 8 percent; Loyola of Los Angeles with 7.1 percent; Georgetown with 6.8 percent; Portland, Maine with 5.3 percent; St. Louis with 5.2 percent; and Tacoma with 5.0 percent.

Bishop's Latin School of Pittsburgh, Regis High of Denver, and St. Ignatius High of Cleveland retained the same freshmen enrollments as the previous year.

SUMMARY OF HIGH SCHOOL STATISTICS

Statistics are drawn from the reports of 48 Jesuit American high schools. The general figures for all 48 high schools show a loss in both Freshmen and Sophomore classes and in Specials. Gains are indicated in Junior and Senior classes and in all-over four year enrollment. The Freshmen class for the 1962-1963 school year for all 48 high schools is 9349 students, a numerical loss of 114 students, and a percentage loss of 1.2. Last year's Freshmen class totaled 9463 students. The present Sophomore class has 8578 students, a numerical loss of 29 students over last year's class of 8607 Sophomores. The Sophomore percentage loss is .3 percent. The Junior class with an enrollment of 7955 shows the largest jump with an increase of 675 students over last year's Junior class of 7280 students. The Junior increase is 9.2 percent. The Senior class has a gain of 190 students this year over last year's enrollment of 6574. This year's enrollment of Seniors is 6764 or an increase of 2.9 percent. The Specials, for the most part primary grades, show a loss of 30 students. The figure of 298 for this year and 328 students for last year shows a loss of 10 percent. The all-over enrollment comprising all four years and Specials shows a total for this year of 32,944 students. This is a gain of 692 students over last year's total of 32,252 students, and a gain of 2.1 percent for the 1962-1963 American high school enrollment.

COLLEGE AND UNIVERSITY ENROLLMENT

Four Year Enrollment

The JEQ statistics on four year enrollment for the Jesuit colleges and universities are based upon Grand Total enrollment, that is, on full and part time enrollment plus low tuition and extension courses. Many colleges and universities use only full and part time enrollment in reporting their enrollments for various surveys. This might explain apparent discrepancies in various enrollment reports on an individual school. Both sets of figures may be obtained by glancing at the general college and university tabular report. For readers who wish a quick glance at the comparative enrollment statistics of the various colleges and universities we would recommend the composite table listing both

grand total enrollment and freshmen enrollment of the various schools. If further information is desired it may be obtained by referring to the master table and the freshmen table.

The general enrollment picture for the American Jesuit colleges and universities for the 1962-1963 scholastic year seems to mirror fairly well the enrollment picture projected for the national scene. In a newspaper release, Dr. Garland G. Parker, who conducts the annual enrollment survey in *School and Society*, predicts that final reports will show a full-time enrollment increase based upon four year enrollments but freshmen enrollment will show little or no gain. Dr. Parker attributes the lull in Freshmen enrollment this year to the low birth rates during World War II, a shortage of campus housing, increasing college costs, and tightened admission requirements. He also, incidentally, attributes the lull in separate men and women colleges to the apparent general desire for the co-educational college. The Jesuit picture conforms fairly closely to Dr. Garland's projected report. General Grand Total enrollment for all 28 American Jesuit colleges and universities shows an increase of 3303 students or an increase of 2.6 percent. On the other hand, the Freshmen enrollment for these same 28 colleges and universities shows a loss of 275 students or a loss of 1.6 percent. The picture of all-over Grand Total increase and Freshmen loss is much more sharply drawn in individual schools than is indicated in the general picture.

In Grand Total enrollments for the scholastic year 1962-1963 the reports on the 28 colleges and universities show 16 institutions with increased enrollments, 11 institutions with decreased enrollments, and one, Holy Cross, with the same enrollment as last year.

The numerical increase in Grand Total enrollment was greatest in the following schools: Loyola of Chicago with 1301 students; Boston College with 741 students; Santa Clara with 695 students; Georgetown with 522 students; Xavier with 348 students; Gonzaga with 261 students; and Loyola of Baltimore with 229 students.

The percentage increase was most noticeable in the following institutions: Santa Clara with 25.3 percent; Gonzaga with 12.8 percent; Loyola of Baltimore with 12.8 percent; Loyola of Chicago with 12.5 percent; Xavier with 9.1 percent; and Boston College with 8.8 percent.

Decreases in numerical enrollment for Grand Total enrollments were reported by: St. Louis with 657 students; Detroit with 629 students; John Carroll with 185 students; Loyola of Los Angeles with 161 students; and Regis with 138 students.

Decreases in percentage of Grand Total enrollment are as follows: Regis with 11.3 percent; Loyola of Los Angeles with 7.9 percent; St. Louis with 7.2 percent; John Carroll with 6.5 percent; and Detroit with 4.7 percent.

The six largest of the American Jesuit universities in order of rank in Grand Total enrollment are:

University of Detroit	13,460
Marquette University	11,878
Loyola University, Chicago	11,672
Fordham University	10,054
Boston College	9,185
St. Louis University	9,124

These six universities with a total Grand Total enrollment of 63,373 students comprise 50.9 percent of the total of Grand Total enrollment of the 28 American Jesuit colleges and universities. The order of ranking for last year was: Detroit, Marquette, Loyola of Chicago, Fordham, St. Louis, Boston College.

INDIVIDUAL SCHOOLS AND DEPARTMENTS

The complexity of offerings by the 28 colleges and universities is so great that it is impossible to include all entries in one tabular report. The master tabular report therefore is confined to fourteen general categories. The Miscellaneous category contains all entries not able to be listed under the other general categories. In past years the JEQ Master Tabular Report contained only thirteen categories. This year we have added a fourteenth category, Liberal Arts, Evening. So many of the registrars have requested the addition of this category that it was added to the Master Chart. The results, as a perusal of the Master Chart will indicate, amply justify the inclusion of this new category. At the same time, readers who will be referring to Master Tabular Charts of previous years should be alerted to the fact that the inclusion of the new category will change the comparative figures in the categories of Liberal Arts—Day, of Education, and of Miscellaneous.

Liberal Arts, Day (in all 28 schools) shows an enrollment of 39,883 students, a loss of 7075 students from last year's total of 46,958. The loss is 17.7 percent. Undoubtedly this apparent loss is in some way connected with the reporting under the new category of Liberal Arts, Night. I say "apparent" loss because the loss in the Liberal Arts category does not seem borne out in the general increase and decrease

figures. Possibly, many registrars in previous reports included both Day and Night Liberal Arts enrollment under the one category. Liberal Arts, Night inasmuch as it is a new category has no comparison of loss or increase with previous figures. As was mentioned above, the figure of 14,733 students enrolled under this new category gives ample justification to its inclusion in the Master Tabular Report. Day Commerce (in 20 schools) has a total of 10,348 students, a loss of 254 students over last year's total of 10,602 students or 2.5 percent. General national figures indicate a slight loss in the national picture in Business enrollment. Night Commerce (in 18 schools) shows a slightly higher loss than Day Commerce. The figures are 8147 students for this year as against 8417 students last year. The loss is 270 students and 3.3 percent. Dentistry (in 7 schools) shows a very slight increase—11 students and an increase of 0.5 percent. The enrollment figures are 2037 students for this year; 2026 for last year. Education, as was mentioned above, is possibly influenced by the new category of Liberal Arts, Night. The loss is rather sizeable and is again not borne out by the general figures. The present enrollment is 5147 students as contrasted with 6327 students last year. The loss (in 9 schools) is 1180 students, or a loss of 22.9 percent. Engineering (in 7 schools) shows the same downward trend of the past several years. Once again the loss here indicated in Jesuit schools is also present in engineering schools throughout the country. The present enrollment is 4974 students, a loss of 331 students or 6.6 percent over last year's enrollment of 5305 students. The Graduate Schools and Departments (in 21 schools) show an increase of 1186 students, or 7.9 percent over last year's enrollment of 14,860. This year's enrollment is 16,046 students. Both Day Law and Night Law are up this year. Day Law has an increase (in 12 schools) of 182 students for a total of 2372 students. The increase is 8.3 percent. Last year's enrollment was 2190 students. Night Law (in 11 schools) has 1992 students this year, an increase of 130 students and 6.9 percent over last year's enrollment of 1862 students. Medicine (in 5 schools) has a very slight increase of 6 students for this year's total of 1822 students. The increase is 0.3 percent over last year's total of 1816 students. Nursing (in 9 schools) has another slight increase of 37 students for this year's total of 3268 students. The increase is 1.1 percent over the last year total of 3231 students. Pharmacy takes a drop of 17 students (in 3 schools) from last year's total 526. The loss is 3.7 percent. This year's total is 509 students. Social Service and Social Work (in 4 schools) takes a fairly sizeable jump

of 10.8 percent over last year's total 836. This year's total is 927 students and the increase is 91 students. Miscellaneous, as was mentioned above, is more or less a catch all. Its composition varies from year to year and from school to school. Consequently any decrease or increase in this category is not too noteworthy. The addition of the new category of Night Liberal Arts would contribute to some of the loss to be noted under the category of Miscellaneous. The loss is 2826 students, a loss of 44.7 percent. The totals are: 6322 this year; 9148 last year.

Schools and departments listed under the category of Miscellaneous are as follows:

BOSTON COLLEGE (424) Graduate Business Administration 424. CANISIUS COLLEGE (133) Pre-Clinical Nurses 133. GEORGETOWN UNIVERSITY (1660) Foreign Service Day 877; Foreign Service Night 93; Institute of Languages Day 584; Institute of Languages Night 106. GONZAGA UNIVERSITY (213) Pre-Law 61; Pre-Medicine 97; Medical Technician 39; Music Education 16. HOLY CROSS COLLEGE (5) Special 5. LOYOLA UNIVERSITY OF CHICAGO (237) Industrial Relations 160; C.P.A. Review 77. LOYOLA UNIVERSITY OF LOS ANGELES (167) Evening Division 167. LOYOLA UNIVERSITY OF NEW ORLEANS (123) Music 79; Dental Hygiene 44. MARQUETTE UNIVERSITY (968) St. Bonifacius 134; Journalism 296; Speech 180; Dental Hygiene 115; Medical Technology 156; Physical Therapy 87. ST. LOUIS UNIVERSITY (252) Affiliated Nursing Schools 252. SEATTLE UNIVERSITY (512) Pre-Major 231; Transient 49; Sister Formation 232. UNIVERSITY OF DETROIT (868) Colombiere College 52; Night Engineering 172; Dental Hygiene 66; General Studies 578. UNIVERSITY OF SAN FRANCISCO (304) Science 304. UNIVERSITY OF SCRANTON (360) Natural Science 360. XAVIER UNIVERSITY (96) Milford Novitiate 96.

Freshmen Enrollment

Freshmen enrollment statistics may be found in two of the tabular tables. The figures used in these tables and in the commentary are the figures used in this year's report submitted by the registrars of the various schools. Referral to last year's enrollment of freshmen indicated in the JEQ tables in many cases show considerable discrepancies. Registrars, evidently, in many cases have adjusted freshmen enrollment figures since the submission of the 1961 report. As indicated in the beginning of this article the general trend of freshmen enrollment

both in Jesuit colleges and universities and also in the general American enrollment scene is one of decrease. The JEQ article generally breaks down the Freshmen enrollment into three schools, those of Liberal Arts, Engineering and Commerce. In these three general areas, there is a slight increase—1.4 percent—in the Liberal Arts for all 28 schools, there is a decrease of 8.7 percent in the Engineering curricula, and a decrease of 11.5 percent in the Commerce curricula.

Of the 28 colleges and universities, 13 schools show an increase in general Freshmen enrollment, and 15 schools show a decrease in Freshmen enrollment. Last year's figures, those of 1961, show that 17 schools had decrease in Freshmen enrollment and 11 showed an increase. Comparatively, therefore, we may note a very slight reversal of the decreased enrollment trend of the Freshmen classes in our American Jesuit schools.

Numerical increases in Freshmen enrollment are indicated by: Santa Clara—93 students; Loyola of Los Angeles—74 students; Fairfield—71 students; Loyola of Chicago—64 students; Xavier—57 students; Canisius—48 students.

Percentage increases in Freshmen enrollment are reported by: Loyola of Los Angeles—23.1 percent; Santa Clara—17.8 percent; Canisius—14.9 percent; Fairfield—12.3 percent; and St. Peter's—10.4 percent.

Numerical decreases are as follows: St. Louis—136 students; San Francisco—136 students; Marquette—108 students; John Carroll—91 students; Regis—84 students; St. Joseph—66 students.

Percentage decreases are: Regis—41.1 percent; San Francisco—39.6 percent; St. Joseph—17.6 percent; John Carroll—16.3 percent; Loyola of Baltimore—10.1 percent; and Loyola of New Orleans—10.1 percent.

Summary of

College and University Statistics

The 14 categories used in the Master Tabular Report for the 28 American Jesuit colleges and universities are neatly halved for the 1962-1963 enrollments. Seven of the categories show an increase; seven show a decrease. The categories showing an increase are Dentistry, an increase of 11 students or 0.5 percent; Graduate, an increase of 1186 students or 7.9 percent; Day Law, an increase of 182 students or 8.3 percent; Night Law, an increase of 130 students or 6.9 percent; Medicine, an increase of 6 students or 0.3 percent; Nursing, an in-

crease of 37 or 1.1 percent; Social Service and Social Work, an increase of 91 students, or 10.8 percent.

The other half of the picture is Day Liberal Arts with a decrease of 7075 students or 17.7 percent; Day Commerce, 254 students or a decrease of 2.5 percent; Night Commerce, a decrease of 270 students or 3.3 percent; Education, a decrease of 1180 students or 22.9 percent; Engineering, 331 students or a decrease of 6.6 percent; Pharmacy, a decrease of 17 students or 3.7 percent; and Miscellaneous, a decrease of 44.7 percent or 2826 students.

Fulltime enrollment for all 28 colleges and universities is up for an increase of 2161 students or 2.9 percent. Part-time enrollment is up 5.6 percent or 2262 students. Full and part-time enrollment is up with a student increase of 4423 and an increase of 3.9 percent. Extension and Low Tuition is down with a loss of 1120 students or 11.1 percent. The Grand Total enrollment of all 28 American Jesuit colleges and universities is up with an increase of 3303 students or an increase of 2.6 percent.

Freshmen enrollment in all 28 schools is up in Liberal Arts with an increase of 177 students or 1.4 percent. Freshmen Engineering is down with a loss of 112 students or a decrease of 8.7 percent. Freshmen Commerce is down with a loss of 275 students or a decrease of 11.5 percent. Freshmen enrollment in all three schools in all 28 colleges and universities is down 275 students or a decrease of 1.6 percent.

Total Freshmen enrollment in all 28 American Jesuit colleges and universities is 16,682 students. Total of Grand Total enrollment in the same colleges is 128,313 students.

Enrollment in Educational Houses of Ours

TERTIANSHIPS: PORT TOWNSEND—29 Tertians; AURIESVILLE—43 Tertians; CLEVELAND—26 Tertians; DECATUR—28 Tertians; POMFRET—27 Tertians. Total Tertians in United States Tertianships—153. Brothers' Tertianship—17.

THEOLOGATES: ALMA—25 in First Year; 24 in Second Year; 32 in Third Year; 26 in Fourth Year. Total, 107 Theologians. ST. MARY'S—44 in First Year; 38 in Second Year; 49 in Third Year; 41 in Fourth Year. Total, 172 Theologians. WEST BADEN—30 in First Year; 25 in Second Year; 20 in Third Year; 27 in Fourth Year. Total, 102 Theologians. WESTON—27 in First Year; 35 in Second Year; 30 in Third Year; 24 in Fourth Year. Total, 116 Theologians. WOODSTOCK—63 in First Year; 59 in Second Year; 64 in Third Year; 61

in Fourth Year. Total, 247 Theologians plus 4 Specials—251 Theologians. Total of all Four Years in Assistancy is 744 Theologians plus 4 Specials, 748 Theologians.

PHILOSOPHATES: SHRUB OAK—73 in First Year; 57 in Second Year; 44 in Third Year. Total, 174 Philosophers. FUSZ—58 in First Year; 70 in Second Year; 50 in Third Year. Total, 178 Philosophers. MOBILE—27 in First Year; 24 in Second Year; 31 in Third Year. Total, 82 Philosophers. MOUNT ST. MICHAEL—52 in First Year; 51 in Second Year; 33 in Third Year. Total, 136 Philosophers. WEST BADEN—39 in First Year; 42 in Second Year; 22 in Third Year. Total, 103 Philosophers. WESTON—19 in First Year; 12 in Second Year; 20 in Third Year. Total, 51 Philosophers. Total number of Philosophers in American Assistancy is 724.

JUNIORATES: PLATTSBURGH—has 20 in First Year; 16 in Second Year. Total, 36 Juniors. LOS GATOS—36 in First Year; 20 in Second Year. Total, 56 Juniors. MILFORD—22 in First Year; 23 in Second Year. Total, 45 Juniors. COLOMBIERE—14 in First Year; 10 in Second Year. Total, 24 Juniors. WERNERSVILLE—20 in First Year; 36 in Second Year. Total, 56 Juniors. FLORISSANT—32 in First Year; 16 in Second Year. Total, 48 Juniors. SHADOWBROOK—17 in First Year; 26 in Second Year. Total, 43 Juniors. GRAND COTEAU—17 in First Year; 20 in Second Year. Total, 37 Juniors. ST. ANDREW'S—25 in First Year; 21 in Second Year. Total, 46 Juniors. SHERIDAN—18 in First Year; 12 in Second Year. Total, 30 Juniors. ST. BONIFACIUS—29 in First Year; 25 in Second Year. Total, 54 Juniors. Assistancy totals are 250 Juniors in First Year, 225 Juniors in Second Year and 475 Juniors in both years.

NOVITIATES: PLATTSBURGH—has 25 in First Year; 25 in Second Year. Total, 50 Novices. LOS GATOS—44 in First Year; 36 in Second Year. Total, 80 Novices. MILFORD—33 in First Year; 28 in Second Year. Total, 61 Novices. COLOMBIERE—19 in First Year; 7 in Second Year. Total, 26 Novices. WERNERSVILLE—43 in First Year; 31 in Second Year. Total, 74 Novices. FLORISSANT—36 in First Year; 28 in Second Year. Total, 64 Novices. SHADOWBROOK—40 in First Year; 35 in Second Year. Total, 75 Novices. GRAND COTEAU—29 in First Year; 19 in Second Year. Total, 48 Novices. ST. ANDREW'S—31 in First Year; 31 in Second Year. Total, 62 Novices. SHERIDAN—40 in First Year; 21 in Second Year. Total, 61 Novices. ST. BONIFACIUS—40 in First Year; 35 in Second Year.

Total, 75 Novices. Assistancy totals are 380 Novices in First Year, 296 Novices in Second Year and 676 Novices in both years. To recapitulate, enrollments in the House of formation for the members of the Society in the United States are: 153 in TERTIANSHIPS, 748 in THEOLOGATES, 724 in PHILOSOPHATES, 475 in JUNIORATES, 676 in NOVITIATES. The GRAND HOUSE enrollment of JUNIORATES AND NOVITIATES is 1151. The GRAND TOTAL is 2776.

MINOR SEMINARIES: RYAN OF FRESNO—35 in First Year; 29 in Second Year; 19 in Third Year; 12 in Fourth Year; 4 in Fifth Year; 6 in Sixth Year. Total, 105 Seminarists. CORPUS CHRISTI—34 in First Year; 32 in Second Year; 12 in Third Year; 7 in Fourth Year. Total, 85 Seminarists. SAN ILDEFONSO OF AIBONITO—23 in First Year; 13 in Second Year; 11 in Third Year; 13 in Fourth Year. Total, 60 Seminarists. Total number of Seminarists in Minor Seminaries in American Assistancy is 250.

The SCHOOL OF ST. PHILIP NERI (for delayed vocations) has 64 Seminarists at the Boston campus and 33 Seminarists at the Haverhill campus for a total of 97 Seminarists.

Jesuit Educational Association College and University Enrollment, 1962-1963

	Liberal Arts		Commerce		Dentistry	Education Univ. College	Engineering	Graduate	Law		Medicine	Nursing	Pharmacy	Social Work	Miscellaneous	Full-Time Totals	Part-Time Totals	Full and Part Totals	Extension Low Tuition	Grand Total	Summer School	
	Day	Night	Day	Night					Day	Night											Graduate	Undergrad.
Boston College	2,199	842	1,556	402	..	860	..	1,111	315	111	..	798	..	167	424	6,822	1,963	8,785	400	9,185	1,403	1,355
Canisius College	871	496	296	250	..	..	..	660	..	..	..	..	..	..	133	1,384	1,322	2,706	24	2,730	423	583
Creighton University	1,524	78	373	24	176	..	..	286	125	..	297	304	126	..	..	2,515	798	3,313	..	3,313	442	316
Fairfield University	1,343	..	..	..	..	812	..	..	..	..	..	..	..	..	..	1,360	795	2,155	..	2,155	412	330
Fordham University	2,212	..	814	404	..	2,132	..	1,895	467	289	..	..	315	423	..	5,727	3,224	8,951	1,103	10,054	1,222	2,100
Georgetown University	1,500	..	473	84	332	..	..	908	461	636	386	261	..	..	1,660	5,412	1,379	6,791	..	6,791	278	2,033
Gonzaga University	966	6	213	9	..	273	240	65	..	127	..	176	..	..	213	1,948	340	2,288	..	2,288	396	488
Holy Cross College	1,811	..	..	..	..	..	..	11	..	..	..	..	..	..	5	1,927	..	1,827	..	1,827	..	..
John Carroll University	1,825	1,257	219	134	..	..	..	498	..	..	..	..	..	..	..	2,210	1,723	3,933	..	3,933	389	2,440
Le Moyne College	1,393	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,337	56	1,393	125	1,518	..	556
Loyola College	817	777	..	..	..	..	..	379	..	..	315	..	..	..	..	860	1,113	1,973	46	2,019	331	700
Loyola Univ., Chicago	3,357	2,445	802	..	379	..	..	1,558	111	122	315	400	..	229	237	5,842	4,113	9,955	1,717	11,672	1,214	4,659
Loyola Univ., Los Angeles	811	..	209	..	..	..	219	163	156	195	..	..	..	..	167	1,405	515	1,920	93	2,013	228	329
Loyola Univ., New Orleans	1,026	18	322	452	221	..	..	243	112	133	..	..	68	..	123	1,722	996	2,718	436	3,154	125	807
Marquette University	3,069	592	809	637	443	..	1,594	1,049	180	..	391	433	..	..	968	7,223	2,942	10,165	1,713	11,878	1,500	2,238
Regis College	743	250	..	..	..	..	..	..	..	..	..	..	..	..	..	716	277	993	..	993	..	294
Rockhurst College	664	233	1,218	..	..	..	..	..	..	..	..	..	..	..	..	819	1,296	2,115	..	2,115	..	353
St. Joseph's College	1,509	2,984	..	..	..	..	..	185	..	..	..	..	..	..	..	1,723	2,955	4,678	215	4,893	38	1,840
St. Louis University	2,420	442	674	618	196	..	984	2,200	111	113	433	494	..	108	252	6,078	2,967	9,045	79	9,124	2,207	2,102
St. Peter's College	997	178	512	529	..	..	..	..	..	..	..	..	..	..	..	1,747	469	2,216	328	2,544	..	1,173
Seattle University	1,422	63	339	73	..	555	316	352	..	..	..	188	..	..	512	2,862	958	3,820	252	4,072	506	1,033
Spring Hill College	1,220	225	..	..	..	..	..	..	..	..	..	..	..	..	..	1,059	386	1,445	..	1,445	..	620
University of Detroit	2,218	2,115	747	1,259	290	..	1,365	1,298	100	85	..	..	..	..	868	5,354	4,991	10,345	3,115	13,460	1,197	3,070
University of San Francisco	682	1,322	309	820	..	278	..	117	146	144	..	214	..	..	304	2,159	2,177	4,336	27	4,363	169	2,253
University of Santa Clara	1,051	..	344	516	..	..	256	1,145	88	37	..	..	..	..	..	1,746	1,691	3,437	..	3,437	374	325
University of Scranton	609	234	455	243	..	237	..	393	..	..	..	..	..	..	360	1,517	1,014	2,531	113	2,644	461	776
Wheeling College	521	..	..	..	..	..	..	..	..	..	..	..	..	..	..	509	12	521	..	521	..	52
Xavier University	1,103	409	649	475	..	..	..	1,440	..	..	..	..	..	..	96	1,884	2,288	4,172	..	4,172	896	897
Totals 1962-1963	39,883	14,733	10,348	8,147	2,037	5,147	4,974	16,046	2,372	1,992	1,822	3,268	509	927	6,332	75,767	42,760	118,527	9,786	128,313	14,211	33,922
Totals 1961-1962	46,958	..	10,602	8,417	2,026	6,327	5,305	14,860	2,190	1,862	1,816	3,231	526	836	9,148	73,606	40,498	114,104	10,906	125,010	12,048	31,108
Increase or Decrease	-7,075	..	-254	-270	+11	-1,180	-331	+1,186	+182	+130	+6	+37	-17	+91	-2,826	+21,661	+2,262	+4,423	-1,120	+3,303	+2,163	+2,814
Percent	-17.7	..	-2.5	-3.3	+0.5	-22.9	-6.6	+7.9	+8.3	+6.9	+0.3	+1.1	-3.7	+10.8	-44.7	+2.9	+5.6	+4.9	-11.1	+2.6	+17.9	+9.0

Jesuit Educational Association

High School Enrollment 1962-1963

	Freshmen	Sophomores	Juniors	Seniors	Specials	Totals 1962-63	Totals 1961-62	Decrease or Increase
Bellarmine College Preparatory, San Jose	266	216	211	179	..	872	860	+ 1
Bellarmine High School, Tacoma	125	94	75	78	..	372	362	+ 1
Bishop's Latin School, Pittsburgh	52	46	..	..	..	98	52	+ 4
Boston College High School, Boston	328	390	323	295	..	1,336	1,403	- 6
Brebeuf Preparatory, Indianapolis	168	..	..	..	..	168	..	+16
Brooklyn Preparatory School, Brooklyn	243	240	305	263	..	1,051	1,100	- 4
Brophy College Preparatory, Phoenix	173	140	130	123	..	566	538	+ 2
Campion Jesuit High School, Prairie du Chien ..	181	160	123	127	..	591	578	+ 1
Canisius High School, Buffalo	227	240	232	188	1	888	906	- 1
Chaplain Kapaun Memorial High School, Wichita	153	193	163	140	3	652	715	- 6
Cheverus High School, Portland, Maine	116	121	97	73	..	407	415	-
Colegio San Ignacio, Puerto Rico	59	56	54	45	130	344	315	+ 2
Cranwell Preparatory School, Lenox	57	59	53	55	7	231	227	+
Creighton Preparatory School, Omaha	296	292	237	184	1	1,010	903	+10
Fairfield College Preparatory School, Fairfield ..	215	240	219	166	..	840	884	-
Fordham Preparatory School, New York	225	223	206	170	..	824	831	-
Georgetown Preparatory School, Garrett Park ...	62	54	56	50	..	222	275	-
Gonzaga High School, Washington, D. C.	184	170	182	133	..	669	685	-
Gonzaga Preparatory School, Spokane	219	218	192	164	..	793	777	+
Jesuit College Preparatory, Houston	104	86	..	..	..	190	91	+
Jesuit High School, Dallas	205	165	137	124	..	631	606	+
Jesuit High School, El Paso	134	84	83	58	..	359	288	+
Jesuit High School, New Orleans	245	243	234	210	108	1,040	994	+
Jesuit High School, Portland, Oregon	138	133	132	102	..	505	447	+
Jesuit High School, Shreveport	108	93	74	48	48	371	332	+
Jesuit High School, Tampa	92	114	95	70	..	371	367	+
Loyola Academy, Wilmette	425	397	380	309	..	1,511	1,430	+
Loyola High School, Los Angeles	270	230	226	185	..	911	923	-
Loyola High School, Missoula	45	31	26	28	..	130	130	..
Loyola High School, Towson	199	205	217	175	..	796	792	+
Loyola School, New York	55	52	39	33	..	179	160	+
Marquette University High School, Milwaukee ..	262	253	230	230	..	975	982	-
McQuaid Jesuit High School, Rochester	203	210	222	171	..	806	904	-
Regis High School, Denver	177	147	138	98	..	560	546	+
Regis High School, New York	174	160	140	141	..	615	635	-
Rockhurst High School, Kansas City	198	207	152	131	..	688	665	+
St. Ignatius High School, Chicago	285	276	276	279	..	1,116	1,024	+
St. Ignatius High School, Cleveland	307	283	280	239	..	1,109	1,126	-
St. Ignatius High School, San Francisco	299	278	273	238	..	1,088	1,043	+
St. Joseph's Preparatory School, Philadelphia ...	244	220	188	180	..	832	860	-
St. Louis University High School, St. Louis	238	212	219	207	..	876	874	+
St. Peter's Preparatory School, Jersey City	281	248	262	224	..	1,015	1,005	+
St. Xavier High School, Cincinnati	322	348	309	233	..	1,212	1,206	+
Scranton Preparatory School, Scranton	118	113	94	68	..	393	380	+
Seattle Preparatory School, Seattle	159	132	111	109	..	511	476	+
University of Detroit High School, Detroit	286	262	265	229	..	1,042	1,046	-
Xavier High School, Concord	149	..	..	..	..	149	..	+
Xavier High School, New York	278	244	295	212	..	1,029	1,092	-
Totals 1962-63	9,349	8,578	7,955	6,764	298	32,944		
Totals 1961-62	9,463	8,607	7,280	6,574	328		32,252	
Increase or Decrease	-114	-29	+675	+190	-30			+ 2
Percent	-1.2	-.3	+9.2	+2.9	-10			+ 1

Jesuit Educational Association

Freshman College Enrollment

1961-1962, 1962-1963

	Liberal Arts		Engineering		Commerce		Total		Increase or Decrease
	1962-1963	1961-1962	1962-1963	1961-1962	1962-1963	1961-1962	1962-1963	1961-1962	
Boston College	664	700	..	..	492	497	1,156	1,197	- 41
Canisius College	280	249	..	..	90	73	370	322	+ 48
Creighton University	529	531	..	..	98	118	627	649	- 22
Fairfield University	374	303	..	..	..	..	374	303	+ 71
Fordham University	527	472	..	..	198	286	725	758	- 33
Georgetown University	424	438	..	..	151	154	575	592	- 17
Gonzaga University	378	316	74	95	51	59	503	470	+ 33
Holy Cross College	507	509	..	..	..	..	507	509	- 2
John Carroll University	559	650	..	..	..	..	559	650	- 91
LeMoyne College	350	353	..	..	..	..	350	353	- 3
Loyola College	298	328	..	..	..	..	298	328	- 30
Loyola University, Chicago	1,106	1,035	..	..	240	247	1,346	1,282	+ 64
Loyola University, Los Angeles .	286	195	50	72	59	54	395	321	+ 74
Loyola University, New Orleans .	290	314	..	..	73	86	363	400	- 37
Marquette University	836	906	232	263	164	171	1,232	1,340	-108
Regis College	204	288	..	..	..	..	204	288	- 84
Rockhurst College	209	211	..	..	81	75	290	286	+ 4
St. Joseph's College	375	441	..	..	..	..	375	441	- 66
St. Louis University	890	947	289	302	362	428	1,541	1,677	-136
St. Peter's College	299	228	29	25	150	180	478	433	+ 45
Seattle University	623	527	71	96	68	119	762	742	+ 20
Spring Hill College	370	358	..	..	..	..	370	358	+ 12
University of Detroit	535	565	319	290	165	168	1,019	1,023	- 4
University of San Francisco	154	260	117	131	72	88	343	479	-136
University of Santa Clara	453	325	72	97	90	100	615	522	+ 93
University of Scranton	314	302	26	20	144	151	484	473	+ 11
Wheeling College	165	162	..	..	..	..	165	162	+ 3
Xavier University	455	364	..	..	201	235	656	599	+ 57
	12,454	12,277	1,279	1,391	2,949	3,289	16,682	16,957	
	+177	+1.4	-112	-8.7	-340	-11.5	-275	-1.6	

Jesuit Educational Association

Composite College Statistics, 1962-1963

	Grand Total Enrollment		Increase—Decrease		Freshmen Enrollment		Increase—Decrease	
	1962-63	1961-62	Numerical	Percentage	1962-63	1961-62	Numerical	Percentage
Boston College	9,185	8,444	+741	+ 8.8	1,156	1,197	— 41	— 3.5
Canisius College	2,730	2,547	+183	+ 7.2	370	322	+ 48	+14.9
Creighton University	3,313	3,168	+145	+ 4.6	627	649	— 22	— 3.5
Fairfield University	2,155	2,024	+131	+ 6.5	374	303	+ 71	+12.3
Fordham University	10,054	9,864	+190	+ 1.9	725	758	— 33	— 4.6
Georgetown University	6,791	6,269	+522	+ 8.3	575	592	— 17	— 2.9
Gonzaga University	2,288	2,027	+261	+12.8	503	470	+ 33	+ 7.0
Holy Cross College	1,827	1,827	..	..	507	509	— 2	— 0.4
John Carroll University	3,933	4,118	—185	— 6.5	559	650	— 91	—16.3
LeMoynes College	1,518	1,536	— 18	— 1.2	350	353	— 3	— 0.8
Loyola College, Balt.	2,019	1,790	+229	+12.8	298	328	— 30	—10.1
Loyola University, Chi.	11,672	10,371	+1,301	+12.5	1,346	1,282	+ 64	+ 5.0
Loyola University, L. A.	2,013	2,174	—161	— 7.9	395	321	+ 74	+23.1
Loyola University, N. O.	3,154	3,160	— 6	— 0.1	363	400	— 37	—10.1
Marquette University	11,878	11,952	— 74	— 0.6	1,232	1,340	—108	— 8.8
Regis College	998	1,136	—138	—11.3	204	288	— 84	—41.1
Rockhurst College	2,155	2,159	— 5	— 0.1	290	286	+ 4	+ 1.4
St. Joseph's College	4,893	4,925	— 32	— 0.9	375	441	— 66	—17.6
St. Louis University	9,124	9,781	—657	— 7.2	1,541	1,677	—136	— 8.8
St. Peter's College	2,544	2,361	+183	+ 7.7	478	433	+ 45	+10.4
Seattle University	4,072	4,032	+ 40	+ 0.9	762	742	+ 20	+ 2.7
Spring Hill College	1,445	1,359	+ 86	+ 6.3	370	358	+ 12	+ 3.3
University of Detroit	13,460	14,089	—629	— 4.7	1,019	1,023	— 4	— 0.4
University of San Francisco	4,363	4,399	— 36	— 0.8	343	479	—136	—39.6
University of Santa Clara	3,437	2,742	+695	+25.3	615	522	+ 93	+17.8
University of Scranton	2,531	2,460	+ 71	+ 2.9	484	473	+ 11	+ 2.3
Wheeling College	521	493	+ 28	+ 5.6	165	162	+ 3	+ 1.8
Xavier University	4,172	3,824	+348	+ 9.1	656	599	+ 57	+ 9.5
Totals	128,313	125,010	+3,303	+ 2.6	16,682	16,957	—275	— 1.6

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News from the Field

NEW CURRICULA were announced by Loyola, Chicago and St. Louis University. Loyola University announces a Institute of Urban Life. The Institute will offer courses leading to advanced degrees in urban sociology.

The new Institute is designed to produce graduates with a thorough understanding of the complexities of urban life. The organization will have at its disposal personnel for diagnosis and solution as well as instruction.

The program will offer a unique interdisciplinary combination of social science curricula for the study of economic, sociological, and political problems of city life.

Under the directorship of founder John McMullen Ducey, the institute will also undertake urban development assignments from municipalities and private institutions on a fee basis.

St. Louis University announces a Metropolitan College. The Metropolitan College will coordinate and promote general and continuing education, evening programs, extension courses, educational television, programs for adults, institutes, workshops, and special academic programs not appropriate to any of the university's other colleges. It will serve as a center for educational service to the community and its various segments, including industry and labor, and will act as a liaison between these community groups and the University in educational matters.

Certain programs are now under consideration. These include:

A strengthening of the evening degree programs, and expansion of the number of fields in which it is possible to earn the bachelor's and master's degrees by part-time study.

Expansion of the Honors Programs in high schools throughout the area, permitting bright adolescents to progress more rapidly.

Special financial aid, special counseling and even special degree programs for the large number of talented high school students who do not go on to college.

A broad program of liberal education for adults, in such areas as philosophy, world affairs, creative writing, religion, literature and politics,

Expanded opportunities for advanced professional in-service training for many occupational groups,

Adult study-discussion groups on serious intellectual subjects,

Organization of formal classes, informal discussion groups, and residential conferences in off-campus locations, including in-plant programs.

St. Louis will be the second of the American Jesuit universities to offer a complete affiliation with a Sister Formation group. Sisters Adorers of the Most Precious Blood of Ruma, Ill. will build a \$2,000,000 house of studies adjacent to the St. Louis campus. The six story building, housing 165 student Sisters, will be the center of a basic 5-year liberal arts program. Three years will be spent in the Precious Blood Center in basic liberal arts and two years will be spent in specializing in the various major fields of studies offered by St. Louis University.

Administration of the program will be the responsibility of the Dean of the College of Arts and Sciences with the assistance of an Associate Dean of the Precious Blood Sister Formation Division. The Associate Dean is to be selected by the Mother Provincial Superior of the order with the approval of the University.

THE MEDICAL SCHOOL of Loyola, Chicago has finally won its case, protested by the P.O.A.U., for the acquisition of 47 acres on the property of the Hines Veteran Hospital in Maywood, Ill.

Initially, the University intends to construct a Medical Center, consisting of a basic science research-teaching building with about 180,000 square feet and a 300-bed University hospital with an out-patient department capable of handling 50,000 patient visits per year.

The Stritch School of Medicine is closely tied to Chicago's health needs. About 800 applicants, most of whom are from Illinois and other midwestern states, seek 88 openings in the freshmen class each year.

Estimated costs for this Center are \$16 million.

The new University Medical Center will also contribute to the Veterans Administration Hospital in many ways. Interlocking training programs at the resident level, faculty appointments for V.A. staff physicians, participation by the V.A. staff in the school's educational program, are some of the major benefits of importance to the Veterans Administration Hospital at Hines

GIFTS appeared in the news with the announcement from Holy Cross College and Boston College of sizeable gifts. The most sizeable gift announced by Holy Cross was a memorial in honor of William F. O'Neil, founder and head of the General Tire and Rubber Company of Akron, Ohio. Mr. O'Neil, himself a graduate of the Cross in 1907, has five sons also graduates of the Cross. The gift which has not yet

been determined will exceed \$1,000,000 and may well approach the figure of \$2,000,000.

At about the same time Holy Cross announced a gift of \$1,000,000 from the Diocese of Worcester. The Most Reverend Bernard J. Flanagan, Bishop of Worcester and a 1928 graduate of the Cross requested that this gift from the Diocese be used for scholarships to Holy Cross.

BOSTON COLLEGE announced a \$1,000,000 grant from the Charles Hayden Foundation. This gift will be applied toward the proposed Science Center.

Speaking of Science Centers, Georgetown University recently had the dedication of their \$4,250,000 Reiss Science Center.

With one building finished, Georgetown promptly announced plans for a new \$2,000,000 Science Research Center. The new building will be at 1717 Massachusetts Avenue, N.W.

It will house Georgetown's linguistic and other sponsored research projects and will have space available for related projects not connected with the university. Construction, replacing the present buildings, started in November, 1962.

Loyola, Baltimore held a formal opening and blessing of Maryland Hall, the recently finished engineering physics building. The five story structure contains 17 classrooms and 9 laboratories and a lecture auditorium. The \$1,500,000 structure was named Maryland Hall both because of the gift of \$750,000 from the State of Maryland and also to commemorate the link of Loyola College with the founding Jesuit Fathers who accompanied Lord Baltimore's colonists in 1634.

A NEW JESUIT COLLEGE is planned for Massachusetts. The college in Springfield, Massachusetts is to be modeled on Fairfield University. The School will be named Campion College in honor of Edmund Campion, sixteenth century Jesuit martyr.

The 107 acre campus will be located just south of the Dominican Monastery near Brush Hill in Springfield. The building plans for the site are now underway but a target date for construction has not been set.

The eventual plans for Campion are that it should be a university much on the scale of Fairfield. The pace of development will probably be the same as that of Fairfield, which was established in 1942 as a Prep school with plans of a university. The university itself was then begun in 1947. The immediate plans will be for a tuition boy's school in West Springfield.

A Loyola of New Orleans physics graduate, Charles P. Smith, Jr., Class of 1943, served in the key post of project manager for Telstar, America's history-making communications satellite.

Mr. Smith has been working in the nation's space program since his World War II Navy days. He joined NASA when the Navy's Vanguard missile was transferred to that agency and later became spacecraft launch coordinator for the Delta vehicle.

In 1961, in addition to his duties in the Delta program, he became NASA's assistant manager and later project manager for the American Telephone and Telegraph's Telstar project. He served in that vital post as the satellite was launched and made its transoceanic transmission July 10, 1962.

With the announcement of Jesuit High at Shreveport that they will discontinue the 8th grade in the 1963-1964 scholastic year, Jesuit High of New Orleans and Colegio San Ignacio of Puerto Rico will be the only American Jesuit High Schools with elementary classes. In the past several years Cranwell Prep, Georgetown Prep, and Loyola School of New York have all dropped their primary classes and converted to exclusively four year high schools. The New Orleans set up, of course, is a very highly specialized experiment involving an extremely able group of in-coming 7th graders. Special enriched courses and special classes are offered to these young students.

Cranwell Prep started construction of a new dormitory this year. The dormitory which will house 60 students will, it is hoped, be ready by March of 1963.

Jesuit High School of Dallas is going along with construction of its new building. The school capable of accommodating 750 students will also contain, on its 28 acre campus, a gymnasium, combination chapel-auditorium and a Jesuit residence. The multiple-riser apartment on the old property on Oak Lawn Avenue has already been started. For those in anyway familiar with Dallas will be interested to know that the site of the old Jesuit High and its neighboring acres will eventually contain two 21 story apartment buildings, two 18 story office towers and a 200 room hotel.

St. Louis is still building as is evident from an announcement that a \$1,312,635 contract has been awarded for the construction of a new physics and lecture building. These buildings will be the first buildings constructed on the university's 22 acre extension of its main campus into the Mill Creek Valley Redevelopment Project. A grant of \$250,000 from the Beaumont Foundation and \$223,000 from the National Sci-

ence Foundation has been received toward the cost of the new physics and lecture buildings.

Field houses usually connote cheering crowds at some hard played and crucial basketball game. The University of Detroit's field house has more or less reversed this picture and drew a crowd of 8,500 spectators who cheered the appearance and greetings of the 88 year old poet, Robert Frost.

